



St. Lawrence Primary School



Jersey Premium Policy

Background

Jersey Premium funding has been introduced to help all children get the very best from their education, regardless of their socio-economic background or barriers to learning. The funding is a commitment from the States of Jersey to ensure that every pupil has an equal opportunity to access the full curriculum, to receive high-quality teaching tailored to their needs and to perform to the best of their ability. Schools will strive to raise the aspirations and educational attainment of all pupils, regardless of their eligibility for Jersey Premium.

Aims

Our Teaching & Learning policy states that, *'as a primary school, our core purpose is to ensure all our pupils attain the highest standards in all aspects of literacy and maths, leaving St Lawrence School, with high levels of attainment and having progressed well from their individual starting point. We believe that we will be more successful if this core purpose is enshrined in a clear and shared approach to teaching and learning and to our school ethos.'*

At St. Lawrence School we are committed to ensuring that all children make at least good progress, reach at least national standard and go in to the world a well formed and competent learner.

Strategic use of Jersey Premium funding will support us in ensuring that all pupils at St. Lawrence Primary School achieve their full potential.

Our focus in using the funding will be aimed at raising the attainment of pupils eligible for Jersey Premium to meet and exceed age related expectations in line with their peers and to raise their aspirations.

Context

When making decisions about using Jersey Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Jersey Premium children can be less developed language and communication skills, lack of confidence and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The Education Department has given us the freedom to use the Jersey Premium as we see fit, based upon our knowledge of our pupil needs. However, as a school in receipt of Jersey Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

We are aware that under Education Department's Jersey Premium policy there is specified information which has to be to be published on a school's website. Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Jersey Data Protection Act so that individuals or groups of individuals, including children funded through the Jersey Premium cannot be identified.

Responsibilities and distribution

The Head & Deputy Head teacher, senior school leaders and classroom teachers should follow this policy in planning, implementing, monitoring and evaluating Jersey Premium.

How will we achieve our vision?

- Through effective teaching and learning opportunities that meet the needs of all pupils.
- By ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This provision must be based on addressing carefully assessed needs.
- We recognise that not all pupils who are in receipt of Jersey Premium funding will be socially disadvantaged.
- Careful systematic analysis of performance data will identify priority classes, groups and individuals.
- Staff believe that there are "no limits" to what our children can achieve.
- There are "no excuses" made for underperformance.
- Staff adopt a "solution-focused" approach to overcoming barriers.

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What form could the provision take?

- Providing 1:1 support for pupils.
- Providing small group support with focused outcomes by qualified staff.
- Enabling class teachers to spend more time with targeted groups of pupils, by placing an LSA (Learning Support Assistant), or qualified teacher, into the class at certain times of the day.
- Providing experiences to broaden the horizons for pupils and enhance classroom learning.
- Providing a pastoral or learning mentor to guide children through difficult times when they might not otherwise make progress.
- Providing earlier intervention (KS1 and EYFS).
- Enhancing the curriculum and providing additional opportunities and resources for children.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.
- ALL teaching staff are aware of who Jersey Premium and vulnerable children are.
- ALL Jersey Premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research e.g. Education Endowment Foundation Toolkit, as well as through sharing practice with other schools, to support us in determining the strategies that will be most effective

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Using the leadership team to provide high quality interventions across their key stages.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Tailoring interventions to the needs of the child.
- Recognising and building on children's strengths to further boost confidence (e.g. providing Polish sessions).

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

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Our work in relation to the Jersey Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Jersey Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available. We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Jersey Premium spending
- Planning is part of our SDP and self-evaluation process, including all staff PRA's.

Reporting

When reporting about Jersey Premium funding we will include:

- information about the context of the school
 - objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total JP received
 - Total JP spent
 - Total JP remaining
- a summary of the impact of JP
 - Performance of disadvantaged pupils (compared to non-JP children)
 - Other evidence of impact e.g. Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for Jersey premium spending the following year

How will we report how we have used the money and the impact it has had?

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The Senior Leadership Team will produce regular reports for the schools Senior Advisor, as well as the Education Department, on the following:

- The progress made towards narrowing the gap for pupils that are eligible for Jersey Premium.
- An outline of the provision that has been made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

Accountability

Every school in receipt of Jersey Premium funding will publish an annual 'Jersey Premium Strategy' for the financial / calendar year by 31 January. This will set out the rationale and evidence for our use of Jersey Premium funding and the initiatives planned as well as describing how it met the needs of the school's pupils and the expected outcomes.

We will also publish an annual evaluation of the implementation of our Jersey Premium Strategy for the previous financial / calendar year by 31 January of the following year. (E.g. The 2021 financial/calendar year must be evaluated by 31 January 2022.) This will reflect on the implementation of the Jersey Premium Strategy and report on the impact achieved with regard to the initiatives delivered and use of Jersey Premium funding.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	15.10.17	Astrid Jansen	Draft			
0.2	12.05.21	Amory Charlesworth and Astrid Jansen	Update			
0.3						

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